DOCUMENT RESUME

ED 473 492 CS 511 682

TITLE	Demonstration Booklet, 2002: Grade 12, Reading and Writing. National Assessment of Educational Progress (NAEP).
INSTITUTION	National Center for Education Statistics (ED), Washington, DC.
PUB DATE	2002-00-00
NOTE	30p.
AVAILABLE FROM	National Center for Education Statistics, NAEP Released Exercises, 1990 K St., NW, Washington, DC 20006. Tel: 800-283-6237 (Toll Free). For full text: http://nces.ed.gov/nationsreportcard.
PUB TYPE	Guides - Non-Classroom (055) -- Tests/Questionnaires (160)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Grade 12; *Literacy; National Competency Tests; *Reading Achievement; Secondary Education; Standardized Tests; *Student Evaluation; *Writing Achievement
IDENTIFIERS	*National Assessment of Educational Progress

ABSTRACT

This demonstration booklet illustrates the kind of exercises or test questions and tasks used in the assessment of student achievement in reading and writing by the National Assessment of Educational Progress (NAEP) for 2002. Each student will be asked to complete the background section and the cognitive sections for one subject, and the assessment will require 90 minutes of a student's time. The booklet for Grade 12 is divided into four sections: Part One contains the general background questionnaire that students will be asked to answer; Parts Two and Three contain descriptions of each assessment, followed by the booklet directions and the background questionnaire that accompanies each subject; and Part Four (located on the back cover) presents information about the program's purpose and what procedures to follow to obtain access to NAEP questions for further review. Parts Two and Three of the booklet also contain questions about how specific subject matter is taught and the materials and resources the students use. (PM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 473 492

DEMONSTRATION BOOKLET GRADE 12

READING AND WRITING

BEST COPY AVAILABLE

THE NATION'S REPORT CARD

CS 511 682

Admin Schedule Line #_____ A

Demonstration Booklet
2002 — Grade 12
Reading and Writing

The Nation's Report Card

School and Teacher Information

SCHOOL # ☐☐☐☐☐☐ TEACHER # ☐☐

TOTAL TIME for ACCOMMODATION ☐☐☐

ADMIN CODE ☐☐

012 – 345678 – 9

DO NOT USE ☐☐☐

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PLACE LABEL HERE

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1850-0628**. The time required to complete this information collection is estimated to average 100 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, Washington, D.C. 20202-4651. **If you have comments or concerns regarding the status of your individual submission of this form, write directly to:** Information Management and Compliance Divison, U.S.

A project of the Office of Educational Research and Improvement.
This report is authorized by law (P.L.103-382, 20 U.S.C. §9010). While you are not required to respond, your cooperation is needed to make the results of the survey comprehensive, accurate, and timely. The information you provide is being collected for research purposes only and will be kept strictly confidential.
OMB No. 1850-0628 • Approval Expires 10/31/2003

ETS

NAEP 2002 ASSESSMENT
NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS
READING AND WRITING
TWELFTH GRADE

TABLE OF CONTENTS

A Message for School Staff Members 5

Background Questionnaire—General 7

Reading

A Description of the Assessment 10

Reading Booklet Directions 11

Reading Background Questionnaire 13

Sample Questions 18

Writing

A Description of the Assessment 22

Writing Booklet Directions 23

Writing Background Questionnaire 25

Sample Questions 29

Information About National Assessment of Educational Progress ..... Back Cover

A MESSAGE FOR SCHOOL STAFF MEMBERS

On behalf of the NAEP project team, I want to thank you and other members of your school system for agreeing to participate in the NAEP assessment. Your participation is essential and valued. NAEP's benchmark data about student achievement and instructional emphases are widely used for staff development, curriculum planning, and research on student performance. Your voluntary assistance enhances a cooperative partnership with school leaders across the country who believe that information about this nation's educational progress is a critical ingredient for public and professional discussion about policy and direction. Your assistance also contributes to our success in measuring what students know and can do.

This demonstration booklet illustrates the kinds of exercises or test questions and tasks used in the assessment of student achievement in reading and writing. Each student will be asked to complete the background section and the cognitive sections for one subject. The length of the assessment will require about 90 minutes of a student's time.

This booklet is divided into four parts. Part one contains the general background questionnaire that twelfth graders will be asked to answer. The second and third parts contain descriptions of each assessment, followed by the booklet directions and the background questionnaire that accompanies each subject. Students will be asked such questions as their racial and ethnic background, parental education, and the number of educational materials in the home. This information is confidential. Students' names are removed from all completed assessment materials before they are shipped from the school to NAEP for processing.

Parts two and three also contain questions about specific subject matter that seek information, from the student's point of view, about how the subject matter is taught and the materials and resources the students use. There are also subject-specific samples of reading and writing questions that are representative of those in the assessment. Although the actual questions in the assessment must be safeguarded to maintain the integrity of the assessment and resulting data, the sample questions, nevertheless, are intended to convey the kinds of questions and question formats that are part of the assessment in 2002.

The fourth part of the booklet is located on the back cover and presents information about the program's purpose and what procedures to follow to obtain access to NAEP questions for further review.

Again, the project team appreciates your willingness to allow NAEP to conduct the assessment at your institution.

Peggy G. Carr, Associate Commissioner
Education Assessment
National Center for Education Statistics

GENERAL BACKGROUND QUESTIONNAIRE

In this section, please tell us about yourself and your family. The section has 19 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

ID100413

1. Which best describes you?

   Ⓐ White (not Hispanic)

   Ⓑ Black (not Hispanic)

   Ⓒ Hispanic ("Hispanic" means someone who is Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or from some other Spanish or Hispanic background.)

   Ⓓ Asian or Pacific Islander ("Asian or Pacific Islander" means someone who is Chinese, Japanese, Korean, Filipino, Vietnamese, Asian American, or from some other Asian or Pacific Island background.)

   Ⓔ American Indian or Alaskan Native ("American Indian or Alaskan Native" means someone who is from one of the American Indian tribes, or one of the original people of Alaska.)

   Ⓕ Other (what?) Write your answer on the line._____

TB003101

2. If you are Hispanic, what is your Hispanic background?

   Ⓐ I am not Hispanic

   Ⓑ Mexican, Mexican American, or Chicano

   Ⓒ Puerto Rican

   Ⓓ Cuban

   Ⓔ Other Spanish or Hispanic background

VB331333

3. Does your family get a newspaper at least four times a week?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know

VB331334

4. Does your family get any magazines regularly?

   Ⓐ Yes

   Ⓑ No

   Ⓒ I don't know

VB331335

5. About how many books are there in your home?

   Ⓐ Few (0-10)

   Ⓑ Enough to fill one shelf (11-25)

   Ⓒ Enough to fill one bookcase (26-100)

   Ⓓ Enough to fill several bookcases (more than 100)

VB331336

6. Is there a computer at home that you use?

   Ⓐ Yes

   Ⓑ No

VB331337

7. Is there an encyclopedia in your home? It could be a set of books, or it could be on the computer.

   (A) Yes

   (B) No

   (C) I don't know

VB331338

8. Is there a world atlas in your home? It could be a book of maps of the world, or it could be on the computer.

   (A) Yes

   (B) No

   (C) I don't know

TB001101

9. About how many pages a day do you have to read in school and for homework?

   (A) 5 or fewer

   (B) 6-10

   (C) 11-15

   (D) 16-20

   (E) More than 20

VB331339

10. How often do you talk about things you have studied in school with someone in your family?

    (A) Never or hardly ever

    (B) Once every few weeks

    (C) About once a week

    (D) Two or three times a week

    (E) Every day

VB331340

11. On a school day, about how many hours do you usually watch TV or videotapes outside of school?

    (A) None

    (B) 1 hour or less

    (C) 2 or 3 hours

    (D) 4 or 5 hours

    (E) 6 hours or more

VB331441

12. Do your parents know the amount of time you spend watching TV on a school day?

    (A) They hardly ever know.

    (B) Sometimes they know.

    (C) Usually they know.

    (D) I'm not sure whether they know.

VB331442

13. Which statement best describes the rules that your parents have about the amount of TV you can watch on school days?

    (A) My parents have strict rules about how much TV I can watch on school days.

    (B) My parents don't have strict TV rules, but they don't like me to watch too much TV on school days.

    (C) My parents don't pay much attention to how much TV I watch on school days.

VB331444

14. Do your parents know whether you finish your homework each day?

(A) They hardly ever know.

(B) Sometimes they know.

(C) Usually they know.

(D) I'm not sure whether they know.

(E) I never have homework.

VB331445

15. Which statement best describes the rules that your parents have about getting your homework done?

(A) My parents have strict rules about homework.

(B) My parents don't have strict homework rules, but they expect me to get my homework done.

(C) My parents don't pay too much attention to my homework.

(D) I never have homework.

VB331447

16. How many days were you absent from school in the last month?

(A) None

(B) 1 or 2 days

(C) 3 or 4 days

(D) 5 to 10 days

(E) More than 10 days

VB330870

17. How far in school did your mother go?

(A) She did not finish high school.

(B) She graduated from high school.

(C) She had some education after high school.

(D) She graduated from college.

(E) I don't know.

VB330871

18. How far in school did your father go?

(A) He did not finish high school.

(B) He graduated from high school.

(C) He had some education after high school.

(D) He graduated from college.

(E) I don't know.

VB331451

19. How often do people in your home talk to each other in a language other than English?

(A) Never

(B) Once in a while

(C) About half of the time

(D) All or most of the time

STOP

THE READING ASSESSMENT

The NAEP reading assessment measures students' ability to understand, to interpret, and to think critically about different types of texts. In responding to stories, articles, and documents, students are asked to read *for literary experience, to gain information,* and *to perform a task.* The assessment is comprised of reading materials selected from publications and other resources typically available to students in and out of school.

Across the three purposes for reading, students are asked to demonstrate their understanding by responding to comprehension questions that reflect four different types of reading processes. These processes represent the changing stances that a reader takes toward a text. *Initial understanding* questions ask students to consider the text as a whole. *Developing an interpretation* questions ask students to discern connections and relationships within the text. *Personal reflection and response* questions ask students to interpret the text in relation to their prior knowledge or experiences. *Critical stance* questions ask students to consider how the text is written.

The NAEP reading assessment contains multiple-choice questions as well as short and extended constructed-response questions. Students spend approximately 60 percent of their assessment time providing written answers to the constructed-response questions.

Each student who participates in the assessment will receive one test booklet. At grade 12, the booklets will contain either two 25-minute reading sections or one 50-minute section made up of reading materials and questions.

NAEP Reading Framework

Distribution of Assessment Time Across Purposes for Reading

Grade	Literary	Informative	Task
12	35%	45%	20%

READING BOOKLET DIRECTIONS

In each of the next two sections, you will have 25 minutes to read a story, an article, or a document and answer questions about it. You should think carefully about your answers, and you should use the entire 25 minutes to complete each section.

You will be asked to respond to three different types of questions. Some of the questions will require you to choose the best answer and fill in the oval for that answer in your booklet.

For other questions, you will be asked to write short answers on the blank lines provided in your booklet. Here is an example of a question that requires you to provide a short answer.

Example 1

Give an example from the article that shows Mandy was not a quitter.

One example is that Mandy's mother didn't want her to umpire in public, but Mandy persuaded her mother to let her.

BEST COPY AVAILABLE

Also, you may be asked to answer other questions by writing longer, more detailed responses on a full page of blank lines. For example, here is a question that requires you to provide a longer answer.

Example 2

Explain how Mandy's mother and brother helped Mandy to become the first woman umpire.

Mandy's mother helped her by agreeing to let her umpire at a public ball game. Mandy did so well that the team offered her a job as umpire. Mandy's brother helped her by letting her play baseball with him. He also helped Mandy to persuade their mother to let her play in public.

When you are asked to write your response be sure that your handwriting is clear. Think carefully about each question and make your answers as complete as possible, using as many lines as you need.

You may go back to the story, article, or document when answering any of the questions. If you finish before time is called, be sure to read your work again and change anything that you think will make your answers better.

BEST COPY AVAILABLE

READING BACKGROUND QUESTIONNAIRE

This section is about reading and writing. The section has 10 questions. Mark your answers in your booklet. Fill in **one** oval on each line.

VB345622

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval for each question.

		Strongly Disagree	Disagree	Agree	Strongly Agree	
a.	When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345623
b.	Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345624
c.	Writing things like stories or letters is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345625
d.	Writing helps me share my ideas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345626

VB345691

2. How often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a.	Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345692
b.	Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345693
c.	Write in a private diary or journal on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345697
d.	Write stories or poems for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345698
e.	Write e-mails to your friends or family	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345696

VB345628

3. NOT including reading that you do for school, how often do you spend time reading each of the following types of **fiction?** Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Comic books or joke books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345629
b.	Fiction books or stories (books or stories about imagined events)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345630
c.	Plays	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345631
d.	Poems	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345632

VB345657

4. NOT including reading that you do for school, how often do you spend time reading each of the following types of **non-fiction?** Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Biographies or autobiographies	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345658
b.	Books about science (for example, nature, animals, astronomy)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345659
c.	Books about technology (for example, machines, computers)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345660
d.	Books about other countries	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345661
e.	Books about history	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345662
f.	Books about religion or philosophy	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345663
g.	Other non-fiction books	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345664

VB345640

5. NOT including reading that you do for school, how often do you spend time reading each of the following types of **articles or stories**? Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Articles or stories in a newspaper	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345641
b.	Articles or stories in a magazine	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345642
c.	Articles or stories on the Internet	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345643

VB345644

6. Now think about reading and writing you do for school. For your **English** class this year, how often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Have a class discussion about something that the whole class has read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345645
b.	Work in pairs or small groups to talk about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345646
c.	Write in a journal about something that you have read for English class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345647

VB345648

7. For your **English** class so far this year, how many times have you done each of the following? Fill in **one** oval on each line.

	Never	Once	2 or 3 times	4 or 5 times	6 or more times	
a. Written a report or paper about something that you have read (for example, a book report)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345649
b. Made a presentation to the class about something that you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345650
c. Done a project about something that you have read (for example, written a play, created a web site)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345651

VB345652

8. Think about the classes that you are taking this year. How often do you read something that is **NOT** a textbook for each of the following classes? Fill in **one** oval on each line.

	Never or hardly ever	A few times a year	Once or twice a month	At least once a week	I don't take this class	
a. English class (for example, plays, fiction books)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345653
b. Science class (for example, science magazines, biographies of scientists)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345654
c. Social studies or history class (for example, books about people who lived a long time ago, real letters written a long time ago)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345655
d. Math class (for example, math word-games)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	Ⓔ	VB345656

VR345715

9. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

   (A) Never

   (B) Once or twice this year

   (C) Once or twice a month

   (D) At least once a week

10. When you have reading assignments in school, how often does your teacher do each of the following? Fill in **one** oval on each line.

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
a. Ask you to explain or support your understanding of what you have read	(A)	(B)	(C)	(D)
b. Ask you to discuss different interpretations of what you have read	(A)	(B)	(C)	(D)

READING QUESTIONS

In this section, you will have 25 minutes to examine an income tax form and answer 14 questions about it. Mark your answers in your booklet. Fill in only one oval for each question or write your answer on the lines. Please think carefully about your answers. When you are writing your answers, be sure that your handwriting is clear.

Do not go past the STOP sign at the end of the section. If you finish before time is called, you should go over your work again and change anything that you think will make your answers better.

PLEASE TURN THE PAGE AND BEGIN READING NOW.

1. The purpose of the tax table is to help you determine

   (A) your gross income

   (B) the amount of tax you owe

   (C) your net earnings

   (D) your allowable deductions

2. Name one place where you can find the instructions for completing the 1040EZ tax return.

3. Name two factors that would make you *ineligible* to file a 1040EZ tax return.

4. What should you do if you do not receive a W-2 form from your employer?

5. If you cannot be claimed as someone's dependent, what is the maximum amount you can claim for a personal exemption?

   (A) $5,100

   (B) $3,100

   (C) $2,000

   (D) $500

6. List two mistakes that you could make in completing your tax return that might delay its processing.

7. What should you do if you have tax-exempt interest?

   Ⓐ Ignore the fact that you have the interest and do not report it.

   Ⓑ Obtain a separate interest-exemption tax form.

   Ⓒ Write the amount of interest and the letters TEI to the left of line 2.

   Ⓓ Add the amount of interest to your taxable income total on line 2.

8. Why are the lines on the tax return numbered?

9. In order to find the amount of your taxable income, you must

   Ⓐ multiply the state sales tax by your gross income

   Ⓑ subtract line 4 from line 3 on the tax return

   Ⓒ add line 6 and line 7 on the tax return

   Ⓓ ask your employer for the amount of your adjusted income

10. Give one reason why you would not use the 1040EZ form, even if you were single.

11. If you are claimed on the tax return of someone else, then you are considered to be a

(A) dependent

(B) tax credit

(C) deduction

(D) personal exemption

12. If your income on line 5 of the 1040EZ tax return is $12,550, what is the amount of your tax?

(A) $1,879

(B) $1,886

(C) $3,700

(D) $5,100

13. Why is it important that you file your tax return before April 16?

14. When using the 1040EZ tax return, the amount of income tax owed is determined by your

(A) filing status

(B) level of income

(C) number of deductions

(D) tax-exempt interest

THE WRITING ASSESSMENT

The NAEP writing assessment measures three purposes of writing: narrative, informative, and persuasive. The narrative tasks comprise first-person and third-person fictional stories. The informative tasks comprise description, explanation, and analysis. The persuasive tasks comprise writing to convince, writing to construct an argument, and writing to refute a position.

Across the three purposes for writing, students are asked to respond in a variety of forms. These forms include essays, letters, reports, stories, and articles. Some tasks require students to write for a specified audience; for example, to a teacher, to a committee, or to a friend. Writing tasks in the 2002 assessment incorporate an array of stimulus materials, such as color photographs, comic strips, newspaper articles, and poems.

Each student participating in the assessment will receive one test booklet. At grade 12, students will receive two 25-minute writing tasks. All booklets contain a Planning Page, thus providing students with the opportunity to make notes and organize their ideas. In addition, all participating students are provided with a writing strategies brochure to remind them of various ways to plan and review their writing.

Percentage of Time to Be Spent on Tasks for Each Writing Purpose

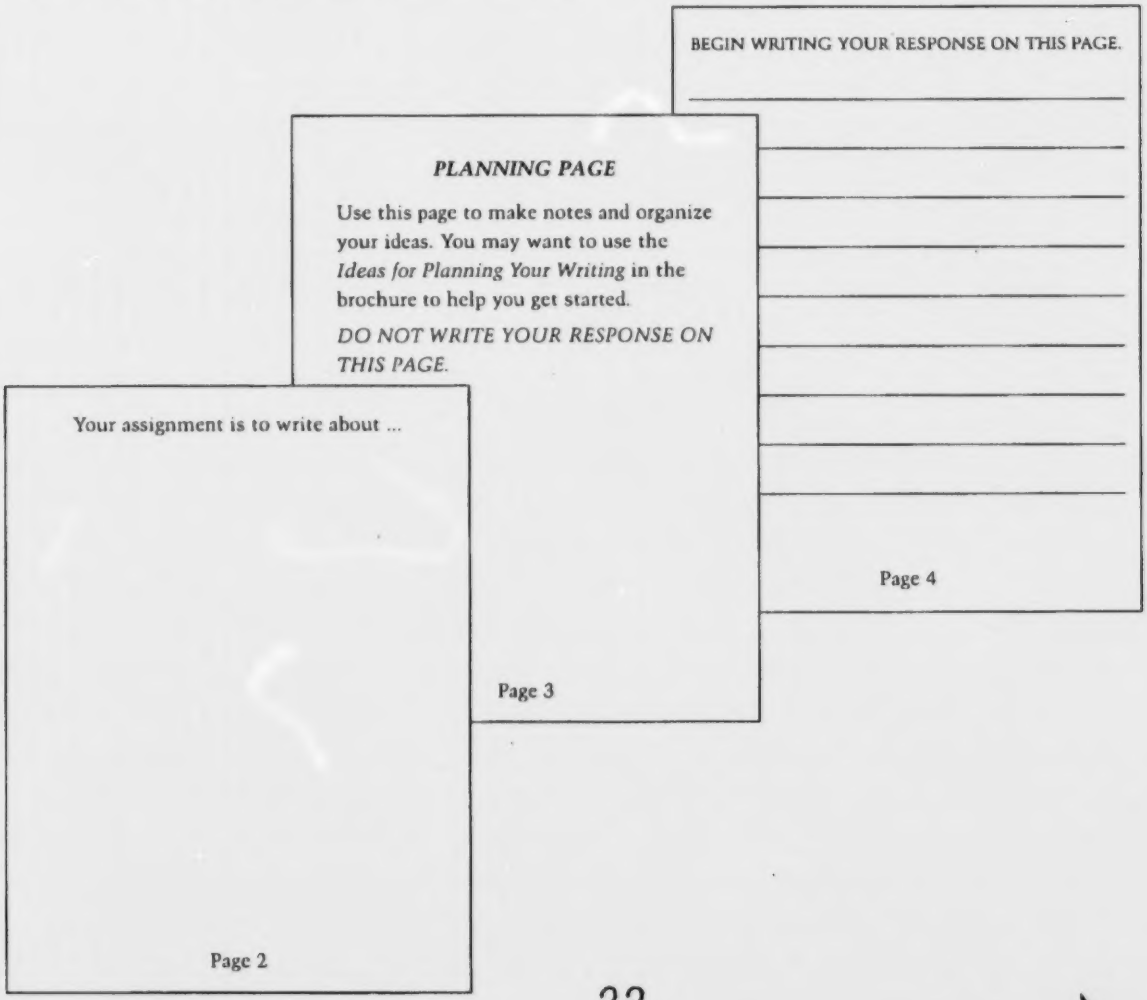
	Grade 12
Narrative	25%
Informative	35%
Persuasive	40%

WRITING BOOKLET DIRECTIONS

Your book has 4 sections. Sections 1 and 2 each contain one writing assignment. You will have 25 minutes to complete each assignment. Sections 3 and 4 contain questions about you and your classes. The administrator will tell you when to begin and end each section.

In section 1 and in section 2, read the page that gives the assignment for the paper you will write. After reading the assignment, go on to the planning page where you can make notes and plan what to write. Do **not** write your paper on the planning page. After the planning page, there are lined pages where you should write your paper.

The following example shows what these pages look like.


BEGIN WRITING YOUR RESPONSE ON THIS PAGE.
Page 4
PLANNING PAGE
Use this page to make notes and organize your ideas. You may want to use the Ideas for Planning Your Writing in the brochure to help you get started.
DO NOT WRITE YOUR RESPONSE ON THIS PAGE.
Page 3
Your assignment is to write about ...
Page 2

Remember to start writing your papers on the lined pages that begin on page 4 of each section that has a writing assignment.

Read each assignment carefully so that you understand what you are to write about. For each writing assignment, you will probably need the entire 25 minutes to plan and write. Use as many lined pages as you need to write your paper. You may want to use ideas from the brochure you have been given to help you plan and review your paper.

If you finish before time is called, read your paper again and make any changes that you think will make it better.

Do not go past the

sign at the end of each section until you are told to do so.

WRITING BACKGROUND QUESTIONNAIRE

This section is about reading and writing. The section has 10 questions. Mark your answers in your booklet. Fill in only **one** oval for each question.

VB345622

1. Please indicate how much you DISAGREE or AGREE with the following statements about reading and writing. Fill in **one** oval on each line.

		Strongly Disagree	Disagree	Agree	Strongly Agree	
a.	When I read books, I learn a lot.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345623
b.	Reading is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345624
c.	Writing things like stories or letters is one of my favorite activities.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345625
d.	Writing helps me share my ideas.	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345626

VB345691

2. How often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day	
a.	Read for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345692
b.	Talk with your friends or family about something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345693
c.	Write in a private diary or journal on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345697
d.	Write stories or poems for fun on your own time	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345698
e.	Write e-mails to your friends or family	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345696

VB345665

3. How often do you write each of the following **for school** this year? Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	Thoughts or observations in a log or journal	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345671
b.	A simple summary of something you have read	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345672
c.	A report about something that you have studied or researched	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345673
d.	An essay in which you analyze or interpret something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345674
e.	A letter or essay in which you try to convince or persuade others to believe or do something	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345675
f.	A story (such as a story about a personal or imagined experience)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345676
g.	Business writing (such as a resume or letter to a company)	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB345677

VB378055

4. When you write a paper or report **for school** this year, how often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Sometimes	Almost always	
a.	Brainstorm with other students to decide what to write about	Ⓐ	Ⓑ	Ⓒ	VB378056
b.	Organize your paper before you write (for example, make an outline, draw a chart)	Ⓐ	Ⓑ	Ⓒ	VB378057
c.	Make changes to your paper to fix mistakes and improve your paper	Ⓐ	Ⓑ	Ⓒ	VB378058
d.	Work with other students in pairs or small groups to discuss and improve your paper	Ⓐ	Ⓑ	Ⓒ	VB378059

VB378060

5. When you write a paper or report **for school** this year, how often do you do each of the following? Fill in **one** oval on each line.

		Never or hardly ever	Sometimes	Almost always	
a.	Use a computer from the beginning to write the paper or report (for example, use a computer to write the first draft)	Ⓐ	Ⓑ	Ⓒ	VB378061
b.	Use a computer to make changes to the paper or report (for example, spell-check, cut or paste)	Ⓐ	Ⓑ	Ⓒ	VB378122
c.	Look for information on the Internet to include in the paper or report	Ⓐ	Ⓑ	Ⓒ	VB378124
d.	Use a computer to include pictures or graphs in the paper or report	Ⓐ	Ⓑ	Ⓒ	VB378125

VB378126

6. Think about the classes that you are taking this year. How often do you write something that is **at least a paragraph in length** for each of the following classes? Include things you write such as journal writing, reports, investigations, and essays. Fill in **one** oval on each line.

		Never or hardly ever	A few times a year	Once or twice a month	At least once a week	
a.	English class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378127
b.	Science class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378128
c.	Social studies or history class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378129
d.	Math class	Ⓐ	Ⓑ	Ⓒ	Ⓓ	VB378130

VB345715

7. For school this year, how often have you been asked to write long answers to questions on tests or assignments that involved reading?

   Ⓐ Never

   Ⓑ Once or twice this year

   Ⓒ Once or twice a month

   Ⓓ At least once a week

VB378054

8. When you write, how often does your teacher talk to you about what you are writing?

   Ⓐ Never

   Ⓑ Sometimes

   Ⓒ Always

VB378131

9. When you write, how often does your teacher ask you to write more than one draft of a paper?

   Ⓐ Never

   Ⓑ Sometimes

   Ⓒ Always

10. When your teacher grades your writing, how important is each of the following? Fill in **one** oval on each line.

	Not very important	Moderately important	Very important
a. Your spelling, punctuation, or grammar	Ⓐ	Ⓑ	Ⓒ
b. The way your paper is organized	Ⓐ	Ⓑ	Ⓒ
c. The quality and creativity of your ideas	Ⓐ	Ⓑ	Ⓒ
d. The length of your paper	Ⓐ	Ⓑ	Ⓒ

WRITING QUESTIONS

You have a chance to select **one** item that will be placed in a time capsule filled with objects that tell something about people living today. The capsule will not be opened until the year 2222. When it is finally unlocked, its contents will reveal what was interesting or important to people in your age group or to society in general.

Think of objects that tell something interesting or important about people living today—for example, a particular book, an item of clothing, a work of art, a game, or a gadget. Choose one object you would like to have placed in the time capsule. The specific size of the time capsule has not yet been determined, so the object you choose can be of any size. Write an essay in which you identify the object you chose and explain what you think it tells about people living today.

Recently, the music industry started to put rating labels on record albums, compact discs, and tapes. These labels describe the content and language of the music. A local committee is considering a rating-label law that would make it illegal for anyone under the age of 18 to buy recordings with negative ratings.

Write a letter to the committee telling whether or not you think that negative rating labels should be used to restrict teenagers from buying certain music. Give specific reasons to support your opinion.

Information About National Assessment of Educational Progress

PROJECT MISSION. NAEP is authorized by Congress and directed and funded by the U.S. Department of Education (National Center for Education Statistics) to report on what American students know and can do in key academic subjects. It has produced more than 200 reports in its 32-year history, chronicling trends over time in the performance of 9-, 13-, and 17-year-old and fourth-, eighth-, and twelfth-grade students. The results are reported in the aggregate for large groups; no student or school data are reported. Information is reported by average proficiency; racial/ethnic and gender status; region; type of school; parents' education level; teachers' emphases; and a variety of home and school supports for learning. It is important to note that student participation is voluntary and confidential.

THE CONTENT OF NAEP. By law, for each subject assessed, the National Assessment Governing Board (NAGB) manages the development of frameworks detailing what students reasonably might be expected to know and do. These frameworks are the "blueprints" for developing tasks that measure the content specified. Schools selected for the 2002 assessment will receive NAEP's frameworks for reading and writing. For information on additional framework development, please contact Mary Crovo of the National Assessment Governing Board at 202–357–6941.

EXAMINATION OF SECURE NAEP ITEMS. Within the limits of staff and resources, procedures have been developed that will enable small groups of members of the public to review the NAEP questions that will be administered in 2002. These arrangements must be made in advance of the local administration date(s) so that sufficient materials can be available and interested persons can be notified about the location and time of the examination. Those persons reviewing the assessment may not, however, remove the booklets from the room, copy them, or take notes. These requests may be made to the NAEP data collection staff or by contacting the National Center for Education Statistics at 202–502–7300.

OBTAINING NAEP QUESTIONS. Most NAEP questions and tasks are not generally released to the public, because these materials are reused in future assessments, and thus must be kept secure if the project is to accurately report trends in academic performance. However, a portion of each assessment is designated for public release and each NAEP report contains a sample of actual test questions. The questions released for public and research use can be obtained from the National Center for Education Statistics, NAEP Released Exercises, 1990 K Street, NW, Washington, DC 20006. Also, previously released questions may be viewed on and downloaded from the NCES Web site at http://nces.ed.gov/nationsreportcard.

FOR FURTHER INFORMATION. For prompt field staff support on the above-mentioned matters, or any other concerns, please call 800–283–6237.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

NOTICE

Reproduction Basis

	This document is covered by a signed "Reproduction Release (Blanket)" form (on file within the ERIC system), encompassing all or classes of documents from its source organization and, therefore, does not require a "Specific Document" Release form.
X	This document is Federally-funded, or carries its own permission to reproduce, or is otherwise in the public domain and, therefore, may be reproduced by ERIC without a signed Reproduction Release form (either "Specific Document" or "Blanket").